

ALUMNAE NEWS

OF THE STATE NORMAL AND INDUSTRIAL COLLEGE

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ODE TO AUTUMN

Season of mists and mellow fruitfulness,
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruits the vines that round the thatch-eaves
run;
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more,
And still more, later flowers for the bees,
Until they think warm days will never cease:
For Summer hath o'erbrimmed their clammy
cells.

Who hath not seen thee oft amid thy store?
Sometimes whoever seeks abroad may find
Thee sitting careless on the granary floor,
Thy hair soft-lifted by the winnowing wind;
Or on a half-reap'd furrow sound asleep,
Drows'd with the fume of poppies, while thy
hook

Spares the next swath and all its twined flowers;
And sometimes like a gleaner thou dost keep
Steady thy laden head across a brook;
Or by a cider press, with patient look,
Thou watchest the last oozings, hours by hours.

Where are the songs of Spring? Ay, where are
they?

Think not of them, thou hast thy music too,—
While barred clouds bloom the soft dying day,
And touch the stubble plains with rosy hue;
Then in a wailful choir the small gnats mourn
Among the river-sallows, borne aloft
Or sinking as the light wind lives or dies;
And full-grown lambs loud bleat from hilly
bourn;

Hedge crickets sing; and now with treble soft
The redbreast whistles from a garden croft;
And gathering swallows twitter in the skies.
—J. Keats.

SOCRATES

He who prayed more than four hundred years before Christ, "Beloved Pan, and all ye other gods who haunt this place, give me beauty in the inward soul; and may the outward and the inward man be at one. May I reckon the wise to be the wealthy, and may I have such a quantity of gold as none but the temperate can carry." (Plato's Phaedrus.)

In the fifth century B. C. there lived in Athens an ugly, short, thick-necked, prominent-eyed, bow-legged man with plebeian upturned nose and thick sensual lips. This hopelessly homely body housed the purest, the most spiritual soul, but one, that ever lived—the soul of Socrates. It was "the personification of the best and highest in Greek genius."

As a young man Socrates received at least the usual amount of instruction in gymnastics, music, arithmetic, geometry and astronomy. He attached himself to the philosopher Archelaus (the disciple of Anaxagoras), whom he accompanied from Athens to Samos. Socrates traveled, however, to no great extent. He also received instruction in dialectical investigation from Parmenides and Zeno, both of whom he ardently admired. Socrates is said to have declared, "Fields and trees will not teach me anything—the life of the streets will." While we must admit this weakness, on the other hand, we see in him that attribute of all great souls, the ability to learn from others, from even the humblest of men. Plato says that he ran after and tracked the discourses of others "like a Laconian hound." His education was broadened by intimate friendships with

most of his distinguished contemporaries and acquaintances with men and women of all classes, artists and artisans, rich and poor, high and lowly. He talked with them all about their affairs, about their notions of morality and of government, and, with the true learner's attitude, let their interests rather than his decide the trend of conversations.

This "Laconian hound's" daily physical life was one of poverty and simplicity. He ate coarse food, wore the same coat winter and summer, and always went barefoot. He seemed to begrudge even these slight attentions to the body; for, in speaking of death, he rejoiced in that time when he would be freed from physical demands and, consequently, have more time and thought for things of the spirit. Socrates was contented in his poverty. Once, on seeing some things being sold, he is said to have remarked, "How many things there are which I do not want!" He not only did not seek public office, but did not desire it, saying that his "genius", as he called a voice that had guided him since childhood, forbade his entering political life. We hear of him in only two public positions. Yet he was a thoroughly loyal Athenian, though not blindly loyal. He approved of neither oligarchy nor democracy with its method of choice by lot, for he held that he who is best fitted to govern should rule. He obeyed, however, always his city's regulations. Even in prison, condemned to die, he would not take advantage of an opportunity to escape, because he refused to break an Athenian law. Surely he rendered to Caesar those things that were Caesar's! Furthermore, he obeyed the religious customs and duties of a true Athenian. Of his religious beliefs we have no consistent account. Sometimes he speaks of a God, again of gods, and always of his "genius." When the Delphic oracle proclaimed him the wisest of men he was at first inclined to believe the oracle mistaken until by cross-examining those reputed to be wise he found that he was truly wiser than they in that he knew that he knew not. Socrates held that the exercising of mental powers was not a matter of pleasure, but of imperative duty in order to discover true virtue. He believed "well doing" to be the noblest pursuit of man. He said, "The best man and the most beloved by the gods is he who as a husbandman performs well the duties of husbandry; as a surgeon, those of medical art; in political life, his duty towards the commonwealth. But the man who does nothing well is neither useful nor agreeable to the gods." A characterization of Socrates is incomplete without noting his all pervading and charming sense of humor. He is said to have said of Xanthippe that after managing her, he could easily live with anyone else whatever, and that one ought to live with a "restive" woman. In his address to his judges he told them that rather than condemn him they should plan to maintain him for life in the Prytaneum at public expense! It is to this

accustomed irony that many attribute his never-failing attitude of ignorance.

While we place this remarkable man of such unusual habits and thoughts—as a teacher—next to the world's Great Teacher, we must keep in mind that "Socrates never presented himself as a teacher, nor as a man having new knowledge to communicate. On the contrary, he disclaimed such pretensions uniformly and even ostentatiously". He became as a little child, guided by the illuminating Inner Light and as a result "out of his intellectual school sprang not merely Plato, himself a host, but all the other leaders of Grecian speculation for the next half century and all those who continued the great line of speculative philosophy down to later time." He worked, he claimed, at the command of his "genius" (some have called it a devil—many of us call it God). He constantly felt that he must be true to this divine spirit; he never forgot to be worthy of his maker. Day by day, forgetting all personal benefits, he went about the streets of Athens, the Agora, the gymnasium, the temples, questioning whomever he met, seeking and trying to bring others into the same search for true wisdom. Other teachers taught in private houses or gardens, and the sophists, for a price. Socrates taught in God's open world and for the divine approval of the voice within his soul.

In this wandering life of questions Socrates' "first object was to bring the hearer to take just measure of his own real knowledge or ignorance. To him the precept inscribed in the Delphian temple—*Know Thyself*—was the holiest of all texts, which he constantly cited and strenuously enforced upon his hearers, interpreting it to mean: know what sort of man thou art and what are thy capacities in reference to human use." There are only two points on which Socrates was always negative. "He denies, first, that men can know that on which they have bestowed no conscious effort, no deliberate pains, no systematic study in learning. He denies next that men can practice what they do not know: that they can be just, or temperate, or virtuous generally, without knowing what justice, or temperance, or virtue is." Therefore, in order to *Know Thyself*, his aim as a teacher was first to dispel, or rather to lead the pupil to dispel for himself, that unresponsive, unproductive, hard, stifling self-conceit and satisfaction of ignorance that mistakes itself for its enemy, and, second, to guide his pupil to "hunger and thirst after righteousness," which he considered wisdom. To Socrates the two were inseparable.

Naturally the best field for carrying out this object was the study of ethics, of which Socrates may be considered the father. "He recognized the security and happiness of man both as the single end of study and as the limiting principle whereby it ought to be circumscribed." He had no unity with the study of physical science. He asked, "Do these inquirers think that they

already know *human affairs* well enough that they thus begin to meddle with divine?" "Socrates himself protested against the impudence of Anaxagoras, when he degraded the divine Helios and Selene into a sun and moon of calculable motions and magnitudes." He held that it was both useless and impious to pry into the secrets of the gods. He agreed with the sophists in that he believed that man's mind could not comprehend the origin of things, but he disagreed with them in that he held that man could know himself and should think out what was, not the expedient and outwardly profitable life, but the wisely good and resultingly happy one. It was of such matters he conversed and questioned. He questioned about practical matters of the everyday life: of the home, market place, the city, the diastery, the gymnasium. The subjects on which he talked were those every one professed to know: What is a city? What is virtue? What is piety? What is impiety? and the like.

His method of developing his pupils was as original as his subject matter and one by which all teachers test themselves after these hundreds of years. First, Socrates placed himself in a like position with those whom he would guide. In Plato's "Meno" we read, "By the gods, Meno, be generous and tell me what you say that virtue is; for I shall be truly delighted to find that I have been mistaken . . ." By this manner he not only gained entrance to all circles, but he put his hearer at ease. Next he tried to get Meno to give a definite, accurate, all inclusive definition of their subject. (It was ever thus in the Socratic dialogue.) By short, direct, seemingly simple questions that struck at the very root of the matter, Socrates led Meno to give up in desperation and declare, "O, Socrates, I used to behold, before I knew you, that you were always doubting yourself and making others doubt; and now you are casting your spell over me and I am simply getting bewitched and enchanted and am at my wits' end. And if I venture to make a jest upon you, you seem to me, both in your appearance and in your power, to be like the flat torpedo fish, who torpifies those who come near him and touch him, as you have now torpified me, I think. For my soul and my tongue are really torpid and I do not know how to answer you; and though I have been delivered of an infinite variety of speeches about virtue before now, and to many persons—and very good ones they were, as I thought—at this moment I cannot even say what virtue is." In no place in the whole dialogue do we find that Socrates forced on Meno a Socratic conclusion. "Instead of anxiety to plant in the hearer a conclusion ready made and accepted on trust, the questioner keeps up a prolonged suspense, with special emphasis laid upon the particulars tending affirmatively and negatively; nor is his purpose answered until that state of knowledge and apprehended evidence is created, out of which the conclusion starts as a living product, with its own root and self-sustaining power, consciously linked with its premises."

While anyone who desired could converse with this rare teacher, who guided his pupils to do their own thinking and to do it accurately (possibly the first attribute of true scholarship), Grote divides his followers into three groups. There were those who at-

tached themselves to him in the hope that in the presence of "such an acute reasoner" they might profit in public life. Then there were those who truly hoped to become better men by such a relation. Lastly, there were those of that always small inner circle who understood! These were known as his disciples or scholars. Of course these various groups gained as they gave. Undoubtedly many who never forgave his rebukes gained little from Socrates.

It is reasonable to believe that this element had its hand in the accusation, "Socrates is guilty, firstly, of denying the gods recognized by the state and introducing new divinities, and, secondly, of corrupting the young." This accusation resulted in the drinking of the fatal hemlock. Socrates corrupting the youth!—he who had lived so close to God that he felt his every action divinely guided and had labored earnestly and long to teach the Athenian youth to cast aside that most demoralizing of all evil forces, sham or dishonesty.

But if Socrates had been allowed to die in a normal manner his fearless, dignified attitude toward death might have failed to come down the ages to us. And it is at the close of his life that he was most glorious. In regard to his attitude toward death we read in Plato's "Apology": "Let us reflect, and we shall see that there is great reason to hope that death is good, for it is one of two things: either death is a state of nothingness or utter unconsciousness, or, as men say, there is a change and migration of the soul from this world to another. Now, if you suppose that there is no consciousness, but a sleep like the sleep of him who is undisturbed even by the sight of dreams, death will be an unspeakable gain. For if a person were to select the night in which his sleep was undisturbed even by dreams, and were to compare with this the other days and nights of his life, and then were to tell us how many days and nights he had passed in the course of his life, better and more pleasantly than this one, I think that any man, I will not say a private man, but even the Great King, will not find many such days or nights when compared with the others. Now, if death is like this, I say that to die is gain, for eternity is then only a single night."

"But if death is a journey to another place—and where, as men say, all the dead are—what good, O my friends and judges, can be better than this? If indeed when the pilgrim arrives in the world below, he is delivered from the (mere) professors of justice in this world, and finds the true judges who are said to give judgment there, Minos and Rhadamanthys and Aeacus and Triptolemus, and other sons of God who were righteous in their own life, that pilgrimage will be worth the making!"

"What would not a man give if he might converse with Orpheus or Musaeus and Hesiod and Homer? Nay, if that be true, let me die again and again. I, too, shall have a wonderful interest in a place where I can converse with Palamedes and Ajax, the son of Telamon, and other heroes of old, who have suffered death through an unjust judgment; and there will be no small pleasure, as I think, in comparing my own sufferings with theirs. Above all, I shall be able to continue my search for true and false knowledge; as in this world, so also in

that; I shall find out who is wise and who pretends to be wise and is not."

"What would not a man give, O judges, to be able to examine the leader of the great Trojan expedition? Or Odysseus or Sisyphus or numberless others, men and women, too! What infinite delight there would be in conversing with them and asking them questions! For in that world they do not put a man to death—certainly not. For besides being happier in that world than in this, they will be immortal—if what is said is true."

"Wherefore, O judges, be of good cheer about death, and know this of a truth, that no evil can happen to a good man either in this life or after death. He and his are not neglected by the gods; nor has my own approaching end happened by mere chance."

"The hour of departure has arrived and we go our ways—I to die and you to live. Which is the better, God only knows."

To add another word seems superfluous, but I would quote Grote's estimate of Socrates in a spirit of measuring what Athens lost by condemning to death this light of the ages. Grote says, "Subsequent philosophers may have had a more elaborate doctrine and a larger number of disciples who imbibed their ideas, but none of them applied the same stimulating method with the same efficacy; none of them struck out of other minds that fire which sets light to original thought; none of them either produced in others the pains of intellectual pregnancy, or extracted from others the fresh and unborn offspring of a really parturient mind." A. McI. Y., '05.

THE WORK OF MISS MINNIE L. JAMISON

One year's work by a novice would only show promise of what might be accomplished, but one year's work done by a person of experience gives results as well as promises for the future. Such has been that of Miss Minnie L. Jamison as Assistant Agent for Home Demonstration in North Carolina during the past year.

Under the able leadership of Mrs. Jane S. McKimmon, who for several years has been at the head of the North Carolina Canning Clubs, the girls of the Old North State have been making a record in the growing and canning of vegetables and fruits for home consumption and for the market. But as this work grew and broadened the forces behind it saw the need of coming in closer contact with the older women on the farms in order to bring about better living along all lines. To whom could they turn to lead in this forward movement but to Miss Jamison, teacher of Domestic Science at the State Normal and Industrial College? Almost since the founding of the College Miss Jamison had been teaching girls, who went out and prepared better foods and made better living conditions for people back in the old home, and now when the splendid work being done by Mrs. McKimmon was becoming so great that it needed to be augmented by some one who could help her reach the mothers through the daughters who were doing club work, it was but logical and natural that Miss Jamison should be called to be Mrs. McKimmon's co-laborer. The past year has proved the wisdom of this choice. From every county where Miss Jamison has

talked and demonstrated have come splendid reports of the inspiration she has been.

In Sampson, where such fine rural work has been and is being done, one of the home demonstration agents says: "I know of nothing that has done more for us in the way of home making according to the time she has given us." The demonstrator continued: "Her method is this: she gets the people together, takes a few to assist her, and lets the others look on. Her demonstrations in preparing the cheaper cuts of meats in such a manner as to make them more palatable than the more expensive cuts poorly prepared, and in making and using household conveniences, such as the fireless cooker, teach economy of time and of money all the way through. Her personality is such that she knows how to get hold of people; she is pleasant, practical and competent. She at once impresses an audience as being there for service, with her willingness to serve and with her wide experience and capability to serve. She delights in doing or saying anything she can to help the people. She teaches absolutely nothing that is not practical. She is so very practical in her work that she reaches a large number of people whom no other woman I know could reach; in other words, she has reached the masses in the communities in which she has worked and the people have taken up her methods and are advancing more rapidly than had even been anticipated in studying the needs of the body, and a rightly prepared balanced food; how to live more cheaply, yet better, and how to do more work, do it better, and yet do it in a shorter time."

Not from one county, but from many, from all in which she has demonstrated, come praises of Miss Jamison's work. In Wayne they say: "The people like her personally and are appreciative of her work. Her talks and demonstrations are an inspiration." Wherever she goes old Normal girls are found in her audience, delighted to see their friend again, and charmed to help carry out the ideals she inspires. In one town in which she lectured, so interested did her audience become that all present crowded around at the close of her talk to ask questions, and this informal conference lasted longer than the talk itself, although the latter was so practical and informal that it had caused Miss Jamison's listeners to ask for further information.

In one county in which she made two stops she lectured under varying circumstances. At the time of the first visit letters were sent out to all the families in the neighborhoods where appointments had been made. Well attended meetings in the school houses followed. After she gave her first round of talks and it became known that she liked to demonstrate in private homes, more requests for such demonstrations came in than could possibly be filled. Every woman who had a suitable kitchen, or who had any pride in her household arrangements, was eager to have her come to her home and to ask all the neighbors in. At a certain point in this county, in which there had been opposition from the men when the women had been called for organization in a home demonstration club, the most enthusiastic meeting in the county was held after Miss Jamison's first lecture to them. This second meeting took place at a private house, with fifty women present—this in a strictly rural

community. So far as the county demonstrator knows there has been no further opposition to the "women's doin's", and she believes that Miss Jamison's influence has had a great deal to do with it. In this county she gave the usual lectures on home conveniences and plain cooking, usually the cooking of cheap cuts of meat and of vegetables in the fireless cooker or steamer, and demonstrations in bread, biscuit, and muffin making. She gave good talks on balanced meals and the food value of the things that can be most easily procured by country people; in fact, real common sense lectures that touched on a very great variety of subjects of interest to farm women generally—health, rules of sanitation, the feeding of babies and other matters of interest to the home maker. On her first series of visits her bulletin was distributed and she went through it advising the women as to the best use of it and explaining and elaborating some parts. She has a fine hold on the country people and knows how to approach them and to give them the things they need. A number of demonstrations were held in home kitchens and the women showed themselves intensely interested. Many inquiries were made as to when Miss Jamison would be in the county again, and the fall meetings bid fair to show even greater interest. Old Normal girls who are now housekeepers and have families are most anxious for her return visits.

And so the writer might continue indefinitely telling of what only one year has brought forth; for from every place come appreciations of the work of this state agent and a great liking for her personally. Through farm women's institutes held during her vacations, Miss Jamison was already known in many parts of the state, but now when her whole time is given to the work, she is filling a place that she could not before fill either as teacher or institute lecturer, and with her charm, her wide knowledge, her practical experience, and her desire to serve, she is a splendid exemplification of the work for which the canning club stands, the union of head, heart and hand, in making health—health of mind, body, and spirit.

LUCY COBB, '96-'97.

RURAL SUPERVISION

EDGECOMBE

The work of a rural school supervisor, as I attempted it in Edgecombe County, is so complex that any summary of it is bound to be either many-sided or inadequate—perhaps both. A brief explanation of the work, however, may brush away the haziness that usually hovers about any new undertaking and be of interest to those who may be considering the work.

The work in Edgecombe County has been carried on under a plan somewhat different from that in operation in most counties. In other counties special schools were selected as demonstration centers, with which schools the supervisor spent most of her time and effort. No special schools were selected in Edgecombe County, but every one of the thirty-six received a like amount of attention, as local conditions demanded. This fact modified somewhat our method of procedure and increased the difficulty of making definite plans at the outset. When I took up

the work in Edgecombe County I was confronted with all the difficulties attending any new work. I had first to find out *what* to do, and then *do* it.

The several phases of the work that demanded the most time and energy were:

1. Visitation of schools.
2. Community work.
3. Club work.
4. Teachers' meetings.
5. Office work.

These activities, however, were not clearly defined, separate and distinct, but one overlapped another in a way almost to bewilder a supervisor and to make her wonder at times just what kind of work she was doing. The abundance of opportunities, the glaring needs of the rural schools, the inexperienced teachers—dependent, but anxious to cooperate—the latent abilities of bright boys and girls, the hunger of ambitious parents—these conditions and many others served as incentives that urged the supervisor to do her best for these people who had called her to help them.

One undertaking the work, however, will find certain qualifications a great help toward success. She will need:

1. Common sense.
2. Professional training—a thorough knowledge of methods and subject matter.
3. Experience in teaching.
4. Good health.
5. Initiative.
6. The ability to work almost incessantly.
7. The ability to get hold of people—personality.

8. Knowledge of rural conditions.

There is much work of a general nature that the supervisor will find to do. Every available force or power in the county, state or nation that can be induced to cooperate with the school forces should be made use of. The supervisor can look these up and set them to work. She can acquaint the people of the county with the activities of the schools through the county papers, or she can mold public opinion by publishing a paper of her own. Through the Pupils' Reading Circle in Edgecombe County last year 522 school children read understandingly six selected books besides doing the regular school work. The cooperation of all social service organizations in the county was secured and a County Federation of Clubs was effected. The farm demonstrator, the health officer, the home demonstration agent and other county, state and federal agents, helped mightily in the promotion of club work among the boys and girls, men and women. School supplies not easily obtainable elsewhere were kept in the superintendent's office and distributed by the supervisor. The supervisor has a great opportunity for doing some definite work in teacher training. She can unify the county work and secure the interest and cooperation of men and women not directly connected with the school system. There are so many opportunities that a supervisor will find for making the schools of the county more efficient that she will never get through making plans, will never find her interest flagging. I hope that some young women from the dear old Normal will be ready to fill the growing demand for rural school supervisors.

HAVENS CARROLL UPCHURCH, '03-'05.

(Continued on page 5)

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OPENING OF COLLEGE

The opening of the college this fall marks a great epoch in the history of the institution; for this year closes not only the first quarter of a century in the life of the college, but also the period during which the college will be rated lower than a standard institution. It seems that hereafter all requirements for the standardization of the college will be met. The college has been filled to its utmost capacity by students who have been admitted to the Freshman class in spite of the rigid enforcement of our entrance requirements, which now demand 14 units for unconditional and 12 units for conditional entrance.

We know that the alumnae rejoice to learn that our college in the future will be ranked as a real college. Of course, the faculty council decided that it was time to make our institution a standard one, but Miss Coit, Secretary of the college, by her faithful, efficient work, carried out the decision of the faculty council and at the same time filled the dormitories without admitting a preparatory student. Thus the alumnae are again indebted to Laura H. Coit, '96.

J. D.

FOUNDER'S DAY

Let every alumna help us celebrate the twenty-fifth anniversary of the founding of our college **Friday**, Oct. 5th. During this quarter of a century, our college has developed from a high school into a real college. We are all proud of the work the college has done and the progress it has made, and as many as possible should be present Founder's Day to enter into the joy and pleasures of the occasion. On Wednesday evening, Oct. 4th, memorial exercises will be held and Judge J. D. Murphy will deliver an address on the late Mr. T. B. Bailey, one of the best friends the college ever had. Thursday morning the memorial tablet of Miss Kirkland will be unveiled and the Founder's Day address delivered by Dr. J. Y. Joyner. Thursday afternoon the alumnae will hold a regular meeting which we hope representative alumnae from every county in the state will attend. Do we wish the name of the college changed to McIver? If so, be present that day to get new inspiration and new ideas.

This year is the proper time in the development of the college to change its name, but it will be a great mistake to make a change unless the name is a better one.

J. D.

ARE YOU GLAD OF THE COLLEGE TRAINING YOU HAVE HAD? IF SO, WHY?

When I ask myself your question, "What has the opportunity for college training meant to me?" immediately comes into my mind this more searching question, What would it have meant in my life if I had not had parents who as far back as I can remember insisted that those of us who were entrusted to their care should make use of every opportunity offered so that we might in the truest sense receive a broad and liberal education? And while I know that in many ways I have fallen far short of their ambitions for me, the fault was, to state it concisely in Arnold Bennett's words, "friction with some part of my human machine," and not with the high purpose which they had set for me. They believed with George Fox that "if all men are to count as men, it is a man's primal duty to be all he can. To be a poor organ of God when one was meant for a good one belongs to the high sins."

This may not be the question given me for discussion, but it is *the fact* in my life for which I am most thankful, and without which there would have been no answer to your question, and I am glad of this opportunity since I am writing to my best friends to pay this semi-public tribute to the untiring efforts of my father and mother, who in those trying days during and immediately following the Civil War, with a large family and very limited means, left, as it seems to me now, absolutely nothing undone which they could do, the two of them, separately and together, to fit us to meet life's responsibilities and opportunities.

In answer to the real question, there is much that may be said, and what I shall say has often been said before. Certainly there is no better way for the circle of our horizon to be widened than in college where we test our strength along with others and are made to realize the necessity for growth in every dimension.

To become familiar with truth as it has been and is now being revealed to great minds, should be and is the privilege of college students if their college is worthy of the name. In my own case I would not take anything for the close friendships which I was privileged to form in college, both with my own classmates and especially with members of the faculty with whom I came in close touch outside as well as in the class room. As I think back now these friendships really meant and mean more to me than the hours spent on mathematics, and without them, success with the latter would not have been possible.

A college course with all that it can give of real pleasure in work accomplished, and ambitions realized, seems to me to be a goal toward which every young woman even though of average ability and moderate means should strive. I believe with Alice Freeman Palmer that "a college course offers the most attractive, easy and probable

way of securing happiness and health, good friends and high ideals, permanent interests of a noble kind and large capacity for usefulness in the world."

I believe also with her that the supreme test of our lives is "consecrated serviceableness," and this spirit of devout service is embodied in the motto of Wellesley College, the inspiring words of which I read nearly every morning for four beautiful years, "Non ministrari sed ministrare," "Not to be ministered unto, but to minister." This, I say, or its *spirit*, should be embodied in every college course.

GERTRUDE W. MENDENHALL.

Any college student, within two months of graduation, has the right and the privilege of asking and reflecting this question: "What has been the greatest good gained from four years spent in college?" There would undoubtedly be varied answers in individual cases, probably very few alike.

As for me, I have no hesitancy in saying that the facts of subject matter, acquired through studious application, have not been the things that have counted for the most, but that an aggregate of facts is important only in so far as it enters into the whole college experience to produce a breadth of vision, as it were, a broader outlook on life.

At best, we cannot, in a four-year college course, master completely the subject matter of any one branch of learning, but the "summum bonum" of a college course is the possibilities afforded by that glimpse into realms of learning, undreamed of before; in short, in the words of Dutton, it is "the opening of as many windows of the soul as possible."

ANNE BEAM, '16.

That question, so innocent appearing, would be easy enough to answer with a woman's "yes"; if it were not for that inevitable postscript, "If so, why?" One is tempted to answer that again with a woman's reason, "Why? Just because," but that half-laughing reply would express nothing of the feeling of thankfulness that wells up in the mind of a woman when she is asked seriously to put a value on her college training. If one has been so fortunate as to have had training in a college worth the name, it is well nigh impossible to place a value on what she has gained thereby of breadth, depth, and height of vision that has been granted her, of the ideals of life and citizenship she has formed, of the spirit of "give and take" learned from associations (pleasant and otherwise) with others of her ilk, of the passion for service the average student acquires, of the mental and moral strength attained by grappling with hard problems and duties, of conscious power realized from work well done. All this, and more, gained "on the side," as we say, not to mention the storing of the mind with "facts and figures" which are a constant source of joy in the years to come. Nor does this recital take into account the influence on her life of contact with the splendid men and women, "the honored faculty," who guide her steps along the paths of knowledge. Yes, college training, properly directed, gives a woman that self-poise to be gained in no other way and fits her as nothing else can do to fill her place in what-

ever sphere of life and activity she moves.
NETTIE MARVIN ALLEN.

Am I glad that I have had my college education? I answer "Yes", with a feeling of gratefulness mingled with that of gladness. I am glad I had the privilege of mingling with a band of men and women who are filling their true places in the world today. I am deeply grateful to them for the inspiration and the encouragement they gave me to work on until I too should be able to share in the world.

Perhaps I may have received this inspiration even though I had never gone to college. Many others have. Many men and women whose names we associate with all that is worth while never went to college. Why cannot everyone do the same? It is possible. And yet when you look at the numbers and numbers around you who merely exist because there is nothing else to do, or because they have never had the stimulus to do anything else, you must realize that the possibility is by no means a probability. Those comparatively few people, who without college advantages demand our highest praise, possessed something not common to us all: an inspiration that did not depend upon outside encouragement to gain force. We look at them and say, "Wonderful." Most of us, though, are not wonderful. Most of us do not possess that inborn ability to make the fight alone and without any encouragement. No, the greater majority of us need to be so entirely surrounded by encouragement that our ambitions will not have a hard struggle in taking possession of us. Then when the inspiration has permeated us and has become a part of us, then we have the courage to work on until we realize our ambitions.

Am I glad I have received my college education? Am I glad I was thrown in an environment where I could receive encouragement from my associates who were all striving for the same purpose and ideals? What other answer could I give but "Yes?"
HATTIE MOTZNO.

There are wars of words sometimes waged among us as to whether we spend our happiest days in college. However this may be, it yet remains that college life holds for the girl of today many benefits. These benefits, as I see them, accrue to us principally in three ways, socially, physically and mentally.

A dominant feature in our college world is the faculty, with wise precepts and wiser example. Imitation and hero-worship play telling roles here. In greater degree than the influence of our instructors comes that exerted by our associates; for a girl's entrance into college is usually at a very impressionable age, and her conduct and work are often molded by that of her companions.

A college education affects us physically by cultivating in us systematic habits of work and play. There are regular hours by which to abide; physical culture, too, a part of the weekly regime, with athletics a prominent feature.

Mentally a college education benefits us not only in the amount we absorb from text-books, but by the broadening of our outlook on life. Wide avenues of thought made possible by pertinent suggestion tend strongly toward individual expression. With

this gradually enlarging viewpoint, may we not hope to awaken some day to a wider world of action, proving to ourselves and to others that we can and will
"Do noble things, not dream them all day long?"

ALICE VAIDEN WILLIAMS,
Junior Class, State Normal College.

I am increasingly glad for my years of college, and that for many reasons.

Almost, but not all, my strongest friendships were made during those years. Many of my happiest memories date from them. The background of my life is made far richer and more significant by them. The experiments and various pursuits of those years, outside of the actual classroom work, have stood me in good stead and furnished preparation for later calls upon me. And, to go deeper, the training, in books, in habits of thought, in community life, is invaluable. Learning has ever since been (because of the little I gained and the much I had glimpses of) a very precious thing. Broader understanding of human nature and far wider sympathies are a result of contact with great numbers of my kind. Humility, the effect of viewing others' achievements; a deeper conception of relative values; a passion for truth; and the formation of high ideals—these are the works begun in me by my beautiful years at college. It is not the fault of college training that I have not made more use of all its gifts.

SUE HALL, '95-'96.

In the death of Miss Eva May Bryan, June 29, 1916, the community has lost a woman of gentleness and sweetness; the college, a teacher of ability and inspiration; the faculty, the students and the alumnae, a friend of great sympathy and deep understanding. Miss Bryan, in her quiet, gentle way, with her high ideals, wielded an influence in the college life that cannot be measured; she cheered many a weary, despairing student and encouraged her to higher ambitions. Her life was a beautiful one, and her loss is very keenly felt by all who knew her.
J. D.

RURAL SUPERVISION

HARNETT

With the election of Miss Annie Cherry, 1912, of Dunn, as rural supervisor for the County of Harnett, ten counties of the state have such assistants to the county superintendent of schools, according to the statement of State Supervisor of Rural Schools, Mr. L. C. Brogdon.

Miss Cherry has of late been engaged with the public schools of Dunn. She will assist and supplement the county superintendent of schools with expert knowledge of rural schools.

Other counties which have rural school supervisors are: Northampton, Johnston, Granville, Alamance, Orange, Vance, Lenoir, Avery, Edgecombe.

The work of the supervisor is eight-fold and goes into all phases of school and com-

munity activity. She is supposed to supervise and assist in the instruction, grading, classification of the pupils in the school, as well as to increase the efficiency of the teacher. The work out of school relates to bringing the school into closer touch with the daily need of the children, with practical agriculture for boys and domestic arts for the girls. She must be active for the recreational good of the pupils as well as for their cultural good with the organization of music clubs and country life clubs, for school and community, making the school the social as well as the educational center of the neighborhood. She must be directly interested in increasing the efficiency of the school in the way of school building and equipment, and increasing the professional attainments of the teachers. She is pledged to continual war on illiteracy of adults, and for larger and better schools by taxation and consolidation.—News and Observer.

MACON

I have never found more responsive people than are in this community. It is like a game of tag; you touch them, and they follow with interest and animation. Our school attendance has increased over ninety-five per cent. this year. We have several boys coming in regularly, regardless of the weather, from a distance of four miles. A number of girls have moved in from the country, some doing house work for their board, and we even have one or two entire families who have moved in in order to put their children in school. Our building is now overrun. I have had to put the first three grades in another building, and even then my room is so crowded that it is nearly impossible to move from one end to the other. However, this will be remedied next year, for we have just had a bond election for a new school, which carried by a big majority, and we are busy now getting plans for our new school building.

This section, which is geographically cut off entirely from the balance of the county, is also cut off from educational advantages above the grammar grades. So few ever have an opportunity to get more than the seventh grade work that they are hardly to be counted in the summing of conditions. That, taken together with the fact that there are absolutely no ways for girls to make a living except washing and working in summer hotels for their three months' season, accounts for the fact that a big percentage of the girls marry when they are about fifteen or sixteen. I am taking every step I can to change these conditions; I am working with all my might and main to get a high school here, and I am working even harder to get industries established here which will give the children employment, will keep what money there is in the community right here, and bring in outside capital. I opened up a high school this year, and though I made absolutely no effort to get pupils, we now have three-fourths of what the state requires.

One of our commercial schemes, which we have started in a small way, is the selling of poultry. At Christmas we sent poultry to a person at a distance of five hundred miles, and this person got better poultry at as low a price as she could get it in her own town, and she was relieved of all trouble, since

the postman did the delivering. We hope to get a regular line of customers worked up, and by next year have a good paying business. There are a number of other ideas we are working on which I hope to put in operation during the summer.

ANNIE A. VAUGHAN, '93-'94.

McDOWELL

Maud Barnard, '04-'05, who for several years has been doing very efficient work in rural supervision in McDowell County, recently accepted the position of assistant representative in North Carolina for B. F. Johnson Publishing Company. In writing of the change in her work, she says:

"I think you know how I loved the work in McDowell; so perhaps you have some idea of how hard it was for me to leave, but I could not refuse this work. You see it carries with it a chance for five weeks' study each year at Peabody. Then, too, I am having a chance to observe the work of all the leading schools in the state. Really I can see where this is going to mean an education. The work itself is very pleasant, but I have not decided on it as permanent work. I don't believe anything else offers the opportunity for happiness and work that is to be found in rural supervision."

The following clipping from the Marion Progress gives some idea of what she attempted to do and how the people appreciated her work:

McDowell County loses in Miss Barnard one of the most useful and faithful servants in educational work in this part of the state. Miss Barnard has won for herself a state and nation-wide reputation since coming to McDowell, and there has never been any one connected with the school system in this county who has done any more for the advancement of education. Her work with the sewing, cooking and corn clubs has made McDowell County famous throughout North Carolina. Every girl and boy in the county should feel a distinct loss in her resignation.

It is to be hoped, however, that McDowell County will, at a future time, have Miss Barnard back in the same work in which she has been engaged, since it is her purpose to return to supervision work at the close of her contract with the B. F. Johnson Publishing Company. And it is safe to say that no woman in North Carolina would be more welcome back into the borders of this county than Miss Barnard.

THE HALL OF HISTORY

In 1915 the History Department of the State Normal College established a Hall of History. The purpose of the establishment of this Hall of History was not merely to provide a place for the collection and display of old articles, but to equip the history department better and to begin a phase of history work that shall be a live asset for the whole college.

We are sure that there are numbers of relics of great value lying unused and unappreciated throughout the state, and it is our hope to collect many of these and bring them together where they can be of greater value to a larger number of people. We must depend upon the people of the state to collect these things.

Cases have been provided for the preservation and display of such articles as have been received and everything contributed will be well cared for. We have already a large collection. A valuable collection has been received from the State Hall of History. Col. Fred A. Olds has also contributed many articles of interest.

For the equipment of this Hall of History we desire any articles illustrating any phase of the life of the people of the state, either social, intellectual, religious, political or industrial. We are placing particular emphasis on old books, manuscripts, letters, diaries, rosters and documents of every kind. In this connection, we especially desire maps, deeds, commissions, autographs, wills, engravings, prints and paintings, bonds, newspapers containing items of historic interest, old text books, histories, geographies, original editions of any books, registers and music. We also desire articles illustrating the home life of the people, such as household and kitchen furniture, musical instruments, writing materials, dress and ornaments; the military life, such as guns, swords, powder horns, bullet molds, bullets, canteens, spaulets, spurs, uniforms and flags; the religious life, and the industrial life, such as agricultural implements, tools of any kind, and manufactured articles. Contributions can be made either as gifts or loans. When there is an article incurring cost of transportation, the College will pay this cost. Each gift and each loan will be both appreciated and well cared for.

MARY POWELL, 1916.

COLLEGE NOTES

Miss Linda T. Hill, who has been studying for two years in Johns Hopkins University, returns to the head of the French department.

Eleanore Elliott, '07, who spent last year at Barnard College, from which she was graduated with highest honors in June, resumes her work in the English department.

Frances Womble, '02, who has been state high school visitor for the college, becomes a member of the English faculty.

Miss Laura McAllester, head of the department of Physical Education, is away on a year's leave of absence.

Miss Mary King Daniel resigned her position in the English department in order to study nursing in New York City.

Miss Mary O. Graham and Miss May McLelland, formerly members of our faculty, have become respectively president and lady principal of Peace Institute.

Miss Elizabeth Potwine, who has been in the department of Mathematics, is studying at Columbia University this year.

Miss Gladys Smith resigned from the department of Chemistry to do extension work in South Carolina in connection with Winthrop College.

Mr. W. C. Jackson and family are living in their new home on the corner of Spring Garden Street and Highland Avenue.

Mr. W. C. A. Hammel, who for some years has been head of the departments of Physics and Manual Training, is superintendent of the Greensboro City Schools.

The college welcomes several new members of its faculty:

Miss Ella Barrow, A. B. of Randolph-Macon Woman's College and special student in Science for a year in Teachers' College, who will teach Household Chemistry.

Miss Grace Riddle, A. B. of Goucher College and graduate student of Johns Hopkins University, who will assist in the French department.

Mr. Alonzo Hall, A. B. of Elon College and special student of Harvard and Columbia, who will assist in the English department.

Mr. J. A. Highsmith, A. M. of the University of North Carolina, who will be principal of the high school and teach Psychology in the college.

Miss Laura Ward, A. B. of Vassar College, and A. M. of the University of Pennsylvania, who will teach History in the high school.

Miss Elizabeth Freas, A. B. of Lake Erie College, Ohio, who will teach Mathematics in the high school.

Miss Stephens Carrick, A. B. of Meredith College and special student for two years and a half in Cornell University, who will assist in Domestic Science.

Miss Mary F. Seymour, A. B. of Mt. Holyoke College, and A. M. of Columbia University, who will assist in Biology.

Dr. C. W. Hewlett, a North Carolinian, from Wilson, a graduate of the North Carolina Agricultural and Mechanical College, a Ph. D. in Physics of Johns Hopkins University, who, as research associate of the Carnegie Institute of Washington, went around the world in the Galilee and was then Johnston research scholar in physics at Johns Hopkins for two years and who now will become head of the department of Physics.

The college has two new trained nurses, Miss Jessie McLean and Miss Nellie McCowan.

ALUMNAE NOTES

Jane Steinhilper Goodwin, '92-'94, writes from Biddeford, Maine: "If it is ever my good fortune to revisit North Carolina, I will certainly make a point of visiting the Normal." She is stenographer in the office of the Register of Probate for York County, Maine. She has a son seventeen years old and a daughter of sixteen.

Laura Falls, '93-'96, is teaching in Dallas, Texas.

Sudie Israel Wolfe, '94, lives near Moorestown, N. J. In writing of the pleasure derived from the News, she says: "It seems almost like '92-'94 were but last year when I see mention made of Miss Mendenhall, Miss Boddie, Miss Fort, and Mr. Forney."

Minnie Dancy Litchford, '94-'97, is now living in Richmond. Her address is 919 W. Grace Street.

Margaret Blythe, daughter of Allie Bell Blythe, '95, is a member of our Senior class. Annie E. Parker, '95, now Mrs. W. D. Cooke, of Greensboro, is helping us to take care of our overflow by opening her home for our boarding students.

Etta Spier, '95, will have another year's leave of absence in order to continue her work at Columbia.

Cornelia Deaton Hamilton, '96, attended Commencement in May, much to the delight

of her friends. Her five children are receiving the best of training. Their names are Sarah, Martha, Thomas, Mary Cornelia and Lois Neal. We see in this number some of our future students.

Zoe Yoder, daughter of Nettie Asbury Yoder, '96, is a member of our Freshman class. She says she has known ever since she was a little child that she would enter the Normal in due time. We give her a cordial welcome.

Among those who attended Commencement we were especially glad to see Nina Knight Powell, '97-'98. She and Em Austin were together and we are sure that Mrs. Powell studied the College plant thoroughly. Mrs. Powell has two daughters and one son.

Rose Holt Ross, '98, is living in Roxboro. She has four children, Richmond Holt, C. R., Junior, Lawrence Wilson, and Courtney.

Penelope Davis, '99, is president of the Story Tellers' League of Raleigh, which holds story hour at five different points.

Our loyal friend, Supt. Joe S. Wray, husband of Oeland Barnett, '98, remembered us the other day with a check for the McIver Loan Fund.

Florence Pannill, '98, has been made Primary Supervisor of the Greensboro Schools.

Cora Cox Jackson, '99, made a call at the College during the summer. She was accompanied by her daughter and some friends, all of whom were delighted with the College.

We were glad to have as a recent visitor Prof. Cornelius Heatwole, of Harrisonburg, Va. He is known here as the husband of Sue Porter, '99.

Lewis Dull, '99, Frances Suttle, '99, and Bessie Moody, '99, were most welcome at our Summer Session. Miss Moody taught writing for us, using the Palmer method.

Irma Ellis, '01-'06, writes of the splendid modern playground at Cary, dedicated to the cause of the good health of our future citizens. This community is to be congratulated on the progress it is making in welfare work and education.

Frances Womble, '02, spent the summer at Columbia. She is now teaching at the College in the English department.

Nettie Parker, '03, had a delightful trip to the Pacific Coast after Summer Session closed.

Mary T. Moore, '03, took her outing at Heron Island, Maine, in Canada, and in the White Mountains. She reports a delightful trip. Ethel Brown, '08, was a member of this party also.

Ione Cates, '05, after visiting in North Carolina, has returned to Mercur, Utah, to resume her teaching. She likes the west.

Louise Dixon Crane, '05, is in Hickory with her family. The date of her return to the Congo is still uncertain.

Mrs. Lettie Spainhour Hamlett, '05, Mrs. Willie Spainhour Greer, '07, and Miss Annie Spainhour, '16, have had a happy reunion at Morganton. Two weddings and one graduation have made the season interesting for this fine family. Mrs. Hamlett will soon return to China and Mrs. Greer will live in Boone. Mr. Greer is a teacher in the Appalachian Training School. Annie Spainhour will teach in Morganton.

Carrie Glenn, '06, graduated at Peabody College in June.

Mrs. W. M. Bailey, nee Mame Toler, 1907, is rapidly recovering from her recent illness.

Rosa Lee Dixon, '07, spent the night at the College on her way to her work at James Sprunt. She is looking remarkably well and all her friends enjoyed her visit.

Delha Austin, '08, has accepted a position as Primary Supervisor at Badin, N. C., one of our manufacturing centres.

Jean Henderson, '08-'10, is teaching in Lexington.

Bain Henderson, '09-'11, is teaching in the Statesville High School.

Okla Dees, '09, was married in September to Mr. Charles Hendley, of Patterson, N. J. Mr. Hendley is a teacher in the Patterson schools.

Mary B. Mitchell, '09, is teaching in the Raleigh High School.

Linda Shuford, '09, now Mrs. C. E. McIntosh, has moved to Hickory, where Mr. McIntosh will be Superintendent of Schools.

Mattie Mitchell, '09-'11, is now Mrs. S. T. Gallman, of Columbia, S. C.

Joanna Bland Hinton, '10-'11, promises to bring Edgar, Jr., to see us as soon as the little fellow is old enough. We shall welcome him and his mother.

Willard Powers, '10, has returned to the College to take a business course.

Marea Jordan, '11, spent some time with us during the Summer Session.

Mary K. Brown, '12, is teaching in Rockingham.

Hattie Burch, '12, has returned to her studies at Columbia.

Annie Cherry, '12, is Rural Supervisor of Harnett.

Lucy Culpepper, '10-'13, is teaching in Gastonia. While teaching in the mill section of East Durham she made about two hundred and fifty visits among the ignorant and careless families who were endangering the health of the community. She will be very helpful in community work wherever she goes.

Margaret Johnson, '12, writes most enthusiastic letters about the beauties of Korean scenery.

Kate Styron, '12, has been a most welcome visitor at the College during the opening days.

Lucile Elliott, '12, studied at Columbia this summer.

Myrtle Green, '12, is teaching in Selma.

Ethel Bollinger, '13, has come to the College to take charge of our stationery room, postoffice, express, etc. We are heartily glad to see her here again.

Lillian Crisp, '13, is teaching at Falkland.

Nell Johnston, '13, will teach in Gastonia.

Martha Faison, '13, will teach at Audubon instead of returning to Arizona. She greatly enjoyed her summer at Columbia.

Hazel Stephens, '14, is teaching in Greenville.

Annie Scott, '14, has resumed her work at the Woman's Medical College in Philadelphia.

Alice Robbins, '14, is teaching the sixth grade in Lenoir.

Irene Robbins, '14, teaches history in Lenoir.

Fannie Starr Mitchell, '14, will teach in the Raleigh High School.

Ethie Garrett, '14, studied at Columbia this summer. She goes to the Greenville schools.

Ruth Hampton, '14, was married in June to LeRoy Shuping, of Greensboro.

Laura Murphy Faison, '14, and Iris Holt, '14, will teach in Elizabeth City.

Sarah Shuford, '14, will teach English in the Henderson High School.

Bertha Stanbury, '14, was married this summer to Mr. W. L. Scott, at Jefferson.

Emma F. Wilson, '14, was married on June 27th to Mr. Evans Wilkins Norwood, of Goldsboro.

Lillian Reeves, '14, was married on September 6th, to Mr. Marshall Boykin Wyatt, of Durham.

Sallie Boddie, '14, studied Domestic Science at Columbia this summer. She will return to Rockingham, where she has made a marked success of her work.

Ruth Faison, '14, will teach in Albemarle this year.

Audrey Kennette, '14, attended Summer School at Chapel Hill. She will teach in Morehead City.

Roselle Ditmore, '15, is doing Y. W. C. A. work in Wilmington.

Carey Wilson, '15, writes that she and Katherine Erwin, Ruth Harris, Ruth Albright, Gertrude Carraway, Susie Rankin, Annie Albright, and Julia Bryan have had a pleasant reunion in Waynesville.

Ruth Harris, '15, goes to the Wilson High School this year.

Annie Albright, '15, will teach in the Glade Valley High School.

WOMAN'S FALSE ECONOMIES

The protest is often heard from the ranks of women workers, that the lower wages paid to women for doing the same work, and in as satisfactory a manner, as a man, is an injustice that has no excuse; that it is because men stand together and give the helping hand and useful dollar one to another. Has it never occurred to the hardworking, conscientiously faithful women workers that they are themselves in a measure to blame?

Women are not by nature scatterers, but the instinct and desire to do women's work, the little things that are quite beyond the average man's ken, obsesses them even when they are employed in all day, or practically all day, labor in offices and shops. Not only do these women do a thousand and one time-absorbing household and personal tasks after working hours, but they are proud of this added toil, and their ability thereby to save a proportion of their small earnings.

Have you ever heard of a clerk, book-keeper or reporter washing his pocket handkerchiefs and socks, sewing on his buttons, making his neck scarves and renovating his hats when the evening shadows fall and business is over for the day? How many of them do light housekeeping in a bedroom with kitchenette attachment? This is what the women do who are their competitors in the fields of industry. It takes it out of their vitality and working efficiency. Furthermore it makes a living wage less for the woman, who earns part of what is a man's living expense while he strolls about town or reads his paper at the club. It is possible, by these makeshifts, for a woman to accept what a man would say at once was quite too small a sum for his bare necessities.

The curious part of it is that women "adore to" make these small economies, and lose the sense of proportion in comparing the duties of their avocations with those of their should-be leisure hours. In the

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case of artists and writers, how many there are that, personally interviewed, gloat over the things they do in the way of home work, and belittle the real work that makes for them their bread and butter—with a goodly proportion of jam. An order for a portrait or a short story is disregarded if the cook takes a vacation; the woman bread winner goes back to the primitive instincts of her great grandmother, cleans the pantry, while the cook is off, "it is such a good chance"; does some baking and, too tired to write or paint, sits down delighted with herself, although she has passed by the opportunity to earn that busy day enough money from her genuine business to pay a woman for several days of cleaning and cooking.

A man would go out to the hotel or restaurant, order in a substitute in the house and get right down to business on the picture or play ordered.

Furthermore, a woman will make the most impossible tools do, shuddering at the expense of a really good outfit for kitchen or office, while a man must always have the best, be he a mechanic or expert accountant. A woman overlooks results in the race of expenditure. She cannot expect to demand and secure the salaries given a man in the same occupation until she puts first her business, hires the small, exacting things that fritter away her leisure done for her and learns to spend money for good office equipment, if she is in business for herself, and for garments that will give dignity to her work, rather than burning the midnight elec-

tricity to make over and rejuvenate last season's attire.

The employers will recognize the difference in status, and salaries of commensurate importance will then come woman's way.—*Ashville Times.*



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